# COMPETENCY-BASED TEACHER PREPARATION

PROGRESS AND CHALLENGES

# What's Involved in Creating a Performance-based Approach?

- Translating certificate standards into learner outcomes
- Identifying performance indicators/evidences for the learner outcomes
- Developing rubrics
- Designing as assessment process
- Designing "formalized learning opportunities"
- Packaging

# Common Design Elements

- Teacher Development Plan
- Field-based formalized learning opportunities
- Performance-based mentored internship
- High quality and quantity mentoring
- First year teacher support

# Factors that Attract Candidates

- Flexibility
- Applied school-based design
- Competency-based
- Acknowledges prior experience and learning
- Accessibility

# Internal Barriers

- Credit/seat-time driven tuition
- A testing culture versus an assessment culture
- Institutional paradigm
- Implications for record keeping
- Implications for curriculum committees
- Faculty load and assignments

# External Barriers

- Accreditation team review process
- Transcript format
- Financial Aid
- Coordination Efforts

# Regional Consortia Model

- Goal 1: Challenge and support higher education institutions in extending the reach of alternative route programs to meet regional teaching shortages.

- Goal 2: Support the transformation of alternative route preparation programs, and eventually all preparation programs, to a truly performance-based model.

# Access Goal

- Create a cross-institutional model of teacher preparation

- Strategically locate new consortium programs in ESDs

- Recruit locally, prepare, and employ paraeducators and mid-career professionals in their communities

# Transformation Goal

- Address and overcome barriers
- Tailor the program ensuring that it is developmentally appropriate and accommodates prior learning and experience
- Create a performance-based format that can be easily replicated in different regions

# Benefits to the Model

- Creates a strategy to solve shortages locally
- Fiscally responsible
- Ethically responsible and market-based
- Cost-effective
- Capitalizes on the purpose and function of ESDs
- Capitalizes on the collective expertise of preparation programs